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ABSTRACT

A national survey of state foreign language supervisors gathered information on any significant change in second language instruction in their states. Surveys from 30 states were returned. Topic areas included: (1) the impact of systemic reform during 1995; (2) federal funding for standards and reform, and whether or not second language programs would receive any of these funds; (3) actual or proposed foreign language standards and their relationship, if any, to national standards; (4) changes in traditional school day schedules, particularly through block scheduling; (5) language teacher shortages and teacher education, particularly at the elementary level; (6) major threats to foreign language education due to resource allocation, program restructuring, legislative action, de-emphasis on language instruction, or ideological reaction to reform; (7) funding through federal Foreign Language Assistance Program grants; and (8) enrollment rates and trends. Specific changes are reported by impact area and within these, by state. (MSE)

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ED 392 253

Language Education at the State Level: An Update of Activities

Conducted by the

Joint National Committee for Languages

in cooperation with the

National Council of State Supervisors of Foreign Languages

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Compiled by Cindy McMillan

Fall 1995

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Executive Summary

The 1995 report, *Language Education at the State Level: An Update of Activities* is a project of the Joint National Committee for Languages and the National Council of State Supervisors of Foreign Languages. With a few exceptions, it is intended to be an update on the survey that was conducted last year dealing with foreign language education in the broader context of education reform in the states. Surveys from thirty states were returned.

Supervisors were asked to provide any new information on the impact systemic reform has had in their states during 1995. Nineteen states reported significant changes, and in most cases, identified the driving forces behind those changes as the governor and/or state legislature. In some states, governors, legislatures, and state departments of education carried out reform measures as prompted by federal legislation such as Goals 2000: Educate America Act. Many reported action on state standards. Oregon's legislature has voted to require foreign language study for all students graduating from high school effective in 2002. However, not all of the changes have been positive. For example, in South Dakota the Department of Education and Cultural Affairs has begun restructuring and the legislature threw out all of the accreditation rules. In Wisconsin, legislation was passed and signed by the governor to remove the elected state superintendent as the head of the Department of Public Instruction. In some states, budget cuts continue to masquerade as reform. In New Mexico, reductions mean that the position for foreign language consultant will remain unfilled, and in North Carolina the Department of Public Instruction has been reduced by 43%.

We sought to collect new data on federal funding for standards and reform in the states and whether or not language education would receive a portion of these monies. Of the twenty-seven states that applied for Goals 2000 Infrastructure Planning Grants, six specifically included foreign languages in the plan. In others, languages were included in a general way or not excluded, but thirteen reported no inclusion in the plan. Further, seven states (Alaska, Colorado, Nebraska, Oregon, South Dakota, Texas and Wisconsin) received grants from the Fund for Innovation in Education to develop content and performance standards for foreign languages.

The survey requested information regarding actual or proposed foreign language standards in the states and their relationship, if any, to the national standards. There is no doubt that the national standards have had an influence on state standards, both those that are already completed and those still in progress. Out of twenty-seven states responding to this question, fourteen report that their standards are or will be patterned after or parallel the national standards. Indiana's standards were developed simultaneously with the national standards and are somewhat similar. In five states, standards were developed prior to the national standards, and in some of these, the national standards will be used when the state revises their own standards. Iowa and Montana noted that local districts are responsible for their own standards, and New Mexico provides competency frameworks for schools to develop curriculum. Oregon noted that foreign language standards are under review, but the local districts are responsible for deciding what proficiency level to require. Missouri and Rhode Island reported having no state foreign language standards. All this suggests that standards remain a major

component to education reform and they will continue to shape curricula at the state and local levels.

In many districts and schools, education reform has meant changing the traditional seven period school-day. The term "block" scheduling is used in a variety of ways but in general refers to longer class periods in which more in-depth instruction may occur. Because this is a relatively new innovation, no data has been collected regarding the impact block scheduling has had on student achievement in foreign languages, and without exception, the Supervisors voiced the need for such research. While we are not in the position to gather quantitative data on student achievement, we did solicit information on the perceived beneficial and detrimental effects of block scheduling and how the language field should respond to such changes. There were several positive results reported such as increased enrollments due to more efficient scheduling of electives and promotion of interdisciplinary learning. The most significant disadvantage to block scheduling seems to occur when students take a Level I language course in the fall semester and then must wait until the following year (fall or spring) to take Level II. Flexibility seems to be key to success, and some teachers in Wisconsin have found that blended or modified forms of scheduling have been satisfactory to date. As more and more schools and districts turn to block scheduling for a variety of reasons, it will be important for language teachers to be aware of both positive and negative aspects and be able not only to adapt to these changes, but to shape them in order to achieve the best possible results for language students.

Three questions on the survey were designed to gather data on teacher shortages, teacher education, and specifically, on elementary level teacher education programs. Twenty-three states reported teacher shortages with Spanish and Japanese most often mentioned. Other less commonly taught languages appeared frequently as well. In some states, teachers at all levels are needed, and in others the need is much more specific. Most supervisors noted the need for more teacher training, especially for the elementary level. Many also remarked on the need for both pre- and in-service opportunities that would help increase language proficiency such as study abroad and immersion programs. A few states like Montana and South Dakota reported strong foreign language preparation programs. There is clearly a need for more elementary level preparation programs specifically for language teachers. Only four states -- Delaware, Missouri, Texas and Wisconsin -- have specific plans for training elementary foreign language teachers. Indiana, Massachusetts, and Maine are still in the planning process of addressing this need. In Louisiana and Virginia, individual institutions of higher education develop their own teacher preparation courses.

Twenty states reported major threats either to foreign language education specifically or to education in such a way that it would have an impact on language education. In general, the threats to language education may be categorized in five broad areas. First, and perhaps most important, is a lack of resources which has resulted in elimination of programs or reduced monies for language education programs. There is a perception in at least one state that stop-gap measures developed to deal with shortages may create a back-lash against their language requirement. Second, many times this lack of resources has led to restructuring within state departments of education which has resulted in the elimination of a number of foreign language specialists. In some cases, the personnel within the

department may remain, but specificity of the job is lost and instead of focusing on language education, the supervisor becomes a generalist. Third, legislative action may seek to eliminate foreign language requirements or may simply leave languages out of new initiatives. In Arkansas the legislature considered a bill requiring all high schools to offer Spanish. Also included in this category are those states like New York where current law, a middle school language requirement, is under attack. Fourth, in some states, language education has been left out of "core" proposals and consequently is deemphasized. Finally, there has been some ideological reaction to education and education reform in general, especially if it requires state and/or local expenditures.

Twenty-five states reported receiving Foreign Language Assistance Program (FLAP) funds with nineteen of those states conducting a final round of competition for fourth-year funds. Reauthorization of FLAP resulted in significant changes for the program. Jursidiction of the program was shifted to the Office of Bilingual Education and Minority Languages Affairs (OBEMLA), and this survey found serious problems with the administration. Lack of timely information resulted in far fewer applications this year, with only eleven states competing for FY '96 funds. In addition, substantive modifications to the law have changed the program from a formula grant to the states with state-level competition to a nationally competitive grant that allows districts to compete with state education agencies for the funds. This has received a mixed review. On one hand, state supervisors felt awkward about competing with the districts that they had helped with proposals. Some states did not receive any funding, and in others, the impact of the program was severly limited. On the other hand, larger grants were allocated and some districts received much more than they would have under the formula grant.

The survey found that enrollments are generally up with twenty-three states reporting an increase. One state reported level enrollments, and six do not collect enrollment data. A number of states noted that growth was largest in Spanish. A much smaller group, mentioned significant increases in less commonly taught languages such as Japanese in California.

Taken together, these eight areas give a comprehensive picture of the ways in which education reform continues to affect language education at the state level. In general, the states fall into three categories: those that are forging ahead with reform efforts, those that are proceeding at a slower pace, and those that have rejected it and/or are experiencing reactions to it. In some states, reform efforts include setting and implementing foreign language standards. Increasing foreign language enrollments indicate that the language profession is doing well in this context. However, this survey identifies areas that must be addressed if the language profession is to play a role in ongoing reform measures. For example, foreign language education is still not considered a core component of the educational program of all students in many states, and in many places, language classes are not available K-12. Foreign language teacher training also must be addressed, particularly at the elementary level. Additionally, quantitative data regarding scheduling changes should be collected and made available so that individual language teachers have the necessary information to help make decisions at the school level. Finally, the language profession must use the information gathered in this survey to advocate for positive change in specific areas as well as more general reform efforts that may affect language teaching and learning.

Systemic Reform

Nineteen states reported significant changes in education reform since the 1994 state survey. In those states that responded affirmatively, we asked who or what groups were instrumental in initiating and implementing these changes: Were they a result of new leadership? Did the governor, state legislature, or department of education play a major role? The answers to these questions may help the language profession identify the points where advocacy efforts will be most effective.

State-by-State Listings:

AK World Languages standards were developed and accepted by the State Board of Education for public comment. The Board is expected to adopt the standards into regulation at the end of October, 1995. A framework for implementing the standards will be developed this school year. It will address school reform and world languages curriculum, instruction, assessment, and teacher preparation/certification, and it will be supported by a distance delivered university course. This reform effort has been driven by the Alaska Department of Education staff and supported by a grant from the U.S. Department of Education.

AL In July, 1995, the Alabama State Legislature enacted two laws: "The Accountability Plan" and "The Foundation Program," which should cause significant changes in education in the state. The governor, the state legislature and the state education organizations are pushing these changes.

CA Federal legislation -- Improving America's Schools Act, Goals 2000: Educate America Act, and School-to-Work Opportunities Act -- has produced significant changes. A partnership of the governor, state legislature, and state department of education has driven these changes.

DE The state's Foreign Languages Curriculum Framework Commission was launched in December 1995 to develop student content and performance standards for K-12 programs already in place, as well as for future programs initiated by LEAs. This Commission operates under the State's New Directions in Education reform initiative. The Commission is part of phase II of curriculum frameworks initiated by DPI with the Governor's support and legislative approval. The framework for the first four commissions, math, science, English/language arts, and social studies have been approved and are in the implementation stage.

GA There has been a major reorganization of the State Department of Education. It has included drastic downsizing and a "flattening" of the organization as well as an effort to emphasize school improvement and deemphsize the bureaucracy. A new Republican Superintendent was elected in November - the first female to ever hold an elected office at this level. Most of the changes are a result of her leadership, with some input from the (Democratic) governor.

IA While there have been no mandates enacted this year, local control is being emphasized. There have been more waivers for 3rd and 4th year high school foreign language offerings, and the trend is to reduce various minimum accreditation requirements.

IN The legislature has defeated a state-wide assessment that would have been more "proficiency-oriented" with essay questions for the language arts portion of the assessment. Conservatives are fighting the essay portions of the current assessment. The legislature seems to be playing a large role right now as the governor and state superintendent are not of the same political party.

MA Legislation was passed to include World Languages as one of the curriculum areas in which student performance standards need to be established, and students need to pass the 10th grade language assessment to get high school graduation. This bill was filed by the legislature and supported by the governor.

NM Cuts in both federal and state funds for education have affected personnel at the department of education so that a current position for foreign language consultant cannot be filled due to budget constraints. However, competence in two languages is still an emphasis of both the State Board and Department of Education. Changes have come from the State Legislature via the new Governor and the reauthorization of the Improving America's Schools Act.

NC The Department of Public Instruction has been reorganized and cut by 43%. Most of the authority of the state superintendent has been given to the State Board of Education. Changes have come from the state legislature, and much of it has been politically motivated. However, all four personnel in languages remain employed - one as section, one in foreign languages, and two in ESL.

NY A draft curriculum Framework for Languages Other Than English has been disseminated for public review and comment. This change was initiated by the State Education Department under the direction of the Board of Regents and the Commissioner of Education.

OH Ohio has drafted revised standards for elementary and secondary education which proposes several significant changes. Foremost, is a change in graduation requirements -- going from 18 credits (9 credits required in the areas of English, Math, Science, Social Studies, health, PE and 9 credits of electives) to state adopted competence in 13 areas -- foreign languages are included as one of the required competencies for graduation. These changes are coming from a "Learner Outcomes Panel" formed by the State Superintendent of Education. The proposed standards must be adopted by State Board of Education; this may happen in June, '96. The state legislature must also adopt the standards in a concurrent resolution.

OR Action by the legislature (subsequent to the State Board action) requires foreign language study for all students graduating from high school, effective in 2002. State level content standards, with local proficiency assessments should begin in the school year 2001-2002. The changes have been driven by the legislature.

PA Some changes are taking place as a result of changes in various federal programs. The governor has proposed some other changes, but these were defeated by the General Assembly.

SD The Department of Education and Cultural Affairs is in the beginning phase of restructuring. The Legislature threw out all the accreditation rules and many other mandates and a task force is being formed to redo the school accreditation process. The Governor, state legislature, and a task force appointed by the Governor are driving these changes.

RI Significant change has been underway since 1992 within local districts and at the state level. The state's Common Core of Learning has facilitated a strong foundation for the development of curriculum standards and performance assessments in math, science, and English/language arts. These changes have been driven by the Board of Regents Priorities to ensure schools are responding to the needs of all children.

TX State required curriculum has been redefined as "foundation" and "enrichment" courses. Languages fall in the enrichment category, but the state is still required to identify the essential knowledge and skills that all students should be able to demonstrate for languages just as for other subject areas. Local schools are required to use the essential knowledge and skills as guidelines in providing instruction, and the state will use them to provide publishers a blueprint for

future textbooks. The Legislature also reduced state testing to eliminate the Spanish III proficiency test developed and field tested in the last two years. The changes were largely driven by a new administration from the Governor to the Legislature to the Commissioner of Education to the State Board of Education.

VA The Department of Education has secured State Board of Education approval of The Standards of Learning for the core areas of Math, Science, English and History/Social Science. These revised standards (more rigorous) will serve as the basis of assessment as soon as instruments can be developed. They are available via Lynx or WWW at http://www.pen.k12.va.us/anthology/VDOE/ The Governor and State Superintendent of Public Instruction have driven these changes.

WI Two areas that were part of last year's report have changed dramatically: the urban initiative and performance assessment.

A. The urban initiative has been transformed into Student Achievement Guarantee in Education (SAGE). Elements of the urban initiative continue; however, the emphasis is on identifying low performing schools and then checking on their improvement plans. One school in each district with at least one school with 50 percent of its enrollment classified as low-income may participate. In the selected schools, class size will be reduced to 15:1, phasing in to kindergarten through third grade; the "lighted schoolhouse" concept will keep schools open until late in the evening; and a professional development and accountability system will be put in place.

For other low-performing schools, an identification and auditing will be instituted, to set up improvement plans.

This change came from within the Department of Public Instruction, due to the legislature not going along with the DPI's budget proposal to fund the original plan.

B. A state performance assessment had been under development for several years, until the legislature stopped it this summer. The governor's office and business leaders in Wisconsin continue to support performance assessment. The hope is that these assessments will be used in some form or through some means; however, for now, performance assessment is not part of the Wisconsin Student Assessment System.

This change came from the legislature. Both DPI and the governor's office were surprised by this change.

C. This summer, legislation was passed and signed by the governor to (1) remove the elected state superintendent as the head of the Department of Public Instruction, (2) create a new commission on education (state board) to be chaired by the elected state superintendent, and (3) place a governor-appointed Secretary of Education as head of the new Department of Education.

This change was put forth by the governor as part of his state budget initiatives. The Wisconsin supreme Court will decide on the constitutionality of this legislation early in 1996.

Federal Funding for Standards and Reform

Most states applied for Goals 2000 money for infrastructure planning grants, and the following chart lists those states and whether or not the plans include language education.

The Status of Foreign Languages in Goals 2000 Infrastructure Planning Grants

State	Languages Included	
	Yes	NO
AK	Plan currently being written.	
AL	Only in a general way.	
AR		✓
CA	Language instruction not included in state application. However, districts and schools can decide upon the subject matter area in which to develop content standards.	
CT	Only in a general way.	
DE	In fall of 1994, Commission on Foreign Languages launched.	
GA	Money will be used for revamping the state mandated curriculum; school improvement including grants to LEAs and funding for school improvment teams from DOE to serve LEAs; and funds for technology	✓
IA	Languages were not **excluded**.	
IN		✓
LA	Foreign languages not specifically included; however, foreign language standards development being funded through Goals 2000 funds.	
MA	This money also supports development of the state's Curriculum Frameworks, and World Languages is one of the frameworks.	
ME	Languages one of the specified content areas in the Learning Results based on Maine's Common Core of Learning.	
MO	Mention was made of the role of foreign languages in schooling, but other state initiatives do not give foreign languages priority.	
MS		✓
NE		✓
NM	Languages included as part of Curriculum, Standards and Assessment. Dept. will be establishing content and performance standards for modern & classical langs. with benchmarks at 4, 8, and 12.	

State	Languages Included	
	Yes	NO
NC		✓
NY	Grant supports work in all seven Framework disciplines, including languages other than English.	
OH		✓
OR		✓
PA		✓
RI		✓
TX		✓
UT	N/A – Funds ear-marked for implementation rather than planning.	
SD		✓
VA	Applied but did **not** accept federal money.	✓
WV		✓

Standards Projects Funded by FIE:

Six states reported receiving grants from the Fund for Innovation in Education (FIE) to develop content and performance standards for foreign languages. Their projects and current status are listed below.

Alaska:

World Languages standards were developed and accepted by the State Board of Education for public comment. The Board is expected to adopt the standards into regulation at the end of October, 1995. A framework for implementing the standards will be developed this school year. It will address school reform and world languages curriculum, instruction, assessment, and teacher preparation/ certification, and it will be supported by a distance delivered university course.

Colorado:

No information available.

Nebraska:

Nebraska was awarded a grant for a three-year project to write foreign language standards, to design teacher education programs that reflect the standards, and to provide professional development for using the standards in the classroom. The

Nebraska foreign language standards were drafted in July, 1995, and reviewed throughout the state in September and October. The draft is currently being revised in response to reviewers' comments, with a final draft expected by December 1996. Publication is anticipated by April 1997. Teacher preparation guidelines have been drafted.

Oregon:

No information available.

South Dakota:

The first draft of the standards was done in August, 1995. It is now out being reviewed statewide. Editing is to be done in November, 1995. The standards were patterned after the national standards.

Texas:

To date the project has, through a subcontract with the Southwest Educational Development Laboratory, established a writing committee for the standards; met three times with the writing committee to produce initial drafts of the Texas standards document; and begun the process of seeking input and review of the documents to date from all segments of the community, from language educators to parents to the business community.

Wisconsin:

The project is to write state content, performance, and program standards in English Language Arts, Foreign Languages, the Arts (Dance, Music, Theater, and Visual arts), and Social Studies, in a connected framework. A Curriculum Council has met twice to advise the project, placing the standards in the context of systemic reform. All four task forces met together for one week in August and individually in September. The first drafts of the four disciplines' standards and a component connecting the standards is being reviewed.

State Standards:

The survey requested a description of actual or proposed foreign language standards in the states and their relationship, if any, to the national standards was explored. In addition, we sought to discover if the standards are integrated into the curriculum framework and whether or not they are discipline-specific or interdisciplinary.

State-by-State Listing:

AK Plan currently being written.

AL The new course of study will probably be patterned after the national standards, and they will be integrated into the curriculum framework. The standards are discipline specific.

AR The Arkansas Foreign Language Curriculum Framework was developed prior to final drafts of the national foreign language standards being available. All Arkansas schools will develop curricula based on the framework for implementation in the 1996-97 school year.

CA A current goal of the Department is to develop content and performance standards in all course areas. The curriculum frameworks should be the foundation for developing content standards, with the content standards being more specific. Certainly the national standards will have a significant impact on the development of state standards.

CT A broad-based committee is developing an integrated guide to curriculum development in foreign languages which is patterned largely after the work of the national standards.

DE Delaware's partial draft is very much influenced by the national project and is heavily indebted to the Indiana Framework and the New England Project. It is also looking at sample assessments done by Oregon and performance indicators developed by the CAAP project. The standards are generic, but plans call for development of some language-specific performance tasks and samples of student work with scoring rubrics.

GA Foreign language standards are a part of state legislation requiring mandated (minimum) curriculum in every subject area, a Quality Core Curriculum (QCC) framework in the late 1980s. It was "outcome-based" in terms of what students can do with language and is similar to the new standards. The is currently discussion at the state level about revising and updating the QCC. When this occurs, it is anticipated that the new foreign language curriculum framework will be patterned after the national standards.

IA Each individual school district develops its own standards. The state foreign language consultant recommends using the new national standards, as well as ACTFL guidelines, as resources.

IN The new state curriculum framework was completed Oct. 1995. It has developed simultaneously as the national standards were developed. The state framework has a somewhat similar format as that of the national standards in that it has "goals" and "content standards." However, because it is a curriculum document, the content standards are much more specific and are arranged by grade clusters and levels of instruction.

LA The Louisiana Department of Education is funding standards development in the areas of English Language Arts, Social Studies, Art and Foreign Languages this year (math and science developed their standards last year). The majority of the work is to be done in the spring, and will more likely than not be based on the national standards.

MA	By October 1995, the Massachusetts Standards will parallel national standards but are not patterned after them. There are 4 strands (parallels national's 5 where both culture standards are combined):	Communicating, Experiencing Culture, Connecting, and Participating. The Communication strand is discipline-specific, using 15 spiralling language functions as its basis. The other 3 strands are interdisciplinary, especially strand 3, "Connecting."
ME	The foreign language content standards are patterned loosely after the national standards and are discipline-specific. The Learning Results and accompanying Performance Indicators	(a.k.a. Check Point Indicators) are intended to guide curriculum development and design, and also serve as a basis for local and/or statewide student assessment programs.
MO	There are no state foreign language standards. The state student performance standards being developed	may include foreign language, but as a secondary measure of the communicative arts curriculum framework goals.
MT	State accreditation standards require local development of sequential, performance assessable curricula. Samples provided to local districts are	based on ACTFL materials. Current national standards material will be provided to the foreign language community as well.
MS	Mississippi has a foreign language curriculum from 1986 that is harmonious with the national standards. The	curriculum is due to be revised in the next two years.
NE	The Nebraska foreign language standards are patterned after the national standards. The language of the five national goals has been slightly modified, but the content remains the same. Standards outlined under each goal describe what students should	know and be able to do at increasing levels of language development. The standards are integrated into a curriculum framework with descriptions of how the standards might look in the classroom. Suggestions for interdisciplinary activities are specified where appropriate. (These activities are being compiled for printing).
NM	New Mexico has a set of competency frameworks for foreign languages. These frameworks are the foundation	from which schools can develop curriculum in foreign languages.
NC	The state has goals and competencies, and general standards are being	developed by the Governor's Standards and Accountability Commission.
NY	Standard I - Students will be able to use a language other than English for communication. Standard II - Students will develop cross-cultural skills and understandings. These standards are	patterned after the national standards. They are integrated into a curriculum framework that has both discipline-specific and interdisciplinary components.
OH	In November 1993, the State Board of Education passed a resolution to develop a Model Competency-Based Pre K-12 Program in Foreign	Languages. Development began in May of 1994. A draft with review feed-back form was sent for field review October 1995. This work is patterned after the national standards.

OR Foreign language standards are under review. They are patterned after national standards. There is a second language goal in the curriculum framework, and ASL has been adopted.

The question of state foreign language standards is in limbo, given that local districts are responsible for deciding what proficiency level to require. In keeping with this compromise, secondlanguage was included in the list of essential academic content areas, butnot in the list of subjects for which the state will develop assessment standards. COFLT is concerned that the national standards are based on the assumption that students will have been in immersion programs and that this might create impossible expectations on the part of administrators, boards and legislators. As long as the final version of the standards clearly notes the assumptions upon which it is based, this should not be a problem.

PA The curriculum Regulations at the State Board of Education require the use of the ACTFL Standards for oral proficiency -- intermediate low for all students. The state language association has developed materials which further define those expectations. The national standards will be used frequently in Pennsylvania.

RI The state has not developed its own standards for foreign languages.

TX The Texas standards for languages will consist of: 1) the basic understandings of the discipline; 2) essential knowledge and skills; 3) performance standards related to the essential knowledge and skills; and 4) sample progress indicators aligned with the performance standards at checkpoints along the curriculum continuum. The standards, closely aligned with the national standards, provides learning scenarios and samples of student work across the languages, and other general guidance and suggestions for implementation of the curriculum. The standards are intended to be interdisciplinary in scope especially at the level of performance standards and progress indicator development.

UT In November, staff will begin work on foreign language standards for Utah.

VA Virginia's Standards and assessment activities (French, Spanish, German and Latin -- Levels I-IV) were developed during the '80s. They continue to serve as the basis for curriculum development at the local level. They will probably undergo revision within the next three years. They are primarily discipline specific.

WI The Foreign Language Arts task force has endorsed the national standards and plans to use them unaltered as the basic vision for state foreign language standards. The state standards will (1) present goal one (communication) as a goal that must infuse goals two through five (answers *what*), (2) add proficiency descriptors for a beginning, intermediate and advanced student (answers *how well*), and (3) show how students will demonstrate achievement of each standard through exemplary performance standards (answers *how*). Program standards will serve a function similar to Opportunity-to-Learn standards, giving local districts a set of criteria on which to evaluate the effectiveness of their current or planned foreign language program, including an emphasis on integrated curriculum. Interdisciplinary or connected goals held in common by the four disciplines will be put forth to answer the "*why*" question, providing a rationale for a ten minute activity or for a month long unit.

WV Current state instructional goals and objectives in foreign language were written in 1989. They are discipline-specific and are organized very traditionally around the topics of listening, speaking, reading, writing and culture. The state curriculum is scheduled to be revised this year (1995-96) and will undoubtedly reflect the work of the national standards.

Scheduling

Many districts, and in a number of cases, individual schools have begun using "flex" or "block" scheduling as opposed to a traditional seven period day. These changes have been initiated in a number of locations for a variety of reasons. Some see it as a means to make more efficient use of time and to control discipline problems. Others employ it to give more time to focus on core subjects with hands-on learning and application of knowledge, and to give students more flexibility in taking electives. Still others see it as an opportunity to facilitate common planning periods for teamed teachers. Whatever the reasons, these changes can have serious implications for language teachers. Most respondents felt that it is too early to tell how these changes are affecting student achievement in language learning, and that data needs to be collected in order to prepare an informed response to such proposals. In an effort to gather some of this data, we solicited information on how "block" and/or "flex" scheduling has affected language teaching and learning, whether or not the changes have been beneficial or detrimental, and how the language field should respond to them.

There were several positive results reported. First, if the foreign language teacher is included on the teams that plan new schedules, the changes have been beneficial. Second, if the changes accommodate the schedules of foreign language teachers, they are positive. Third, in some cases there appears to be an increase in language enrollments because of greater flexibility in scheduling electives. Fourth, in some schools, block scheduling has been used to promote interdisciplinary learning that has benefited foreign languages. Finally, blended or modified forms of scheduling that provide yearlong continuity have been evaluated by teachers in Wisconsin as being beneficial, with the options of flexibility - not rigidity - in scheduling. One supervisor reported overall satisfaction with results to date, but noted that some foreign language teachers tend to resist the changes.

While there appear to be some instructional advantages to block scheduling, many respondents recognized serious disadvantages. The most significant of these centers around long intervals between sequential scheduling. Students are often allowed to take Level I in the fall, nothing in the spring, and then Level II the following fall or spring, when almost all instruction and learning has been lost to time. In addition, students don't have the reflective time or down time to internalize so much material. One respondent noted that upper level students appear to fare better than first semester students do under this arrangement.

It was generally agreed that the language community must conduct more research before it can be determined what kind of response the field should encourage. One supervisor advised that a summary of foreign language research on the development of language proficiency is needed in light of which a variety of non-traditional scheduling approaches should be explained and evaluated. Another noted that information on the pros and cons of each option be disseminated to teachers. In addition, teacher training must address curriculum, instruction and assessment in extended class periods, and emphasize the need for sequential scheduling options and uninterrupted sequencing of programs. Several respondents believe that in order to stay "competitive," the field should remain flexible enough to adapt to such change, as well as pursue interdisciplinary approaches to foreign language teaching. One

supervisor took this a step further and advocated embracing flex and block scheduling "if for no other reason, than to help shed light on and possibly eliminate the absurd strangle-hold that English, math, science, and social studies have on seat time."

As one respondent noted, changes in scheduling will probably not solve all of the problems they were meant to solve. To accomplish the improvement of student achievement and of more interdisciplinary instruction, changes in the methods of teaching are essential. Therefore, presenting principles for foreign language learning (for example, agreement on early starts and long sequences) and their implications for scheduling would be very helpful. Most respondents agreed that the language field should prepare a strong statement (perhaps a position paper) on principles of foreign language education which need to be adhered to in order to maintain the integrity of programs, potential pitfalls and solutions, and recommendations on scheduling foreign languages in a block or flex schedule.

In addressing scheduling changes in a much larger context, one supervisor stated that language educators should be pro-active rather than reactive to the change process, especially as national standards, technology, distance learning, and school reform have opened an historic window of opportunity for foreign languages to become part of the core curriculum. In order to encourage full partnership in school restructuring and education redesign, foreign language educators need staff development opportunities from within and outside their schools and colleges.

Teacher Shortages and Training

Teacher Shortages

STATE	LANGUAGE(S)	LEVEL(S)
AL	Spanish	all
AR	Spanish	secondary
CA	Uncommonly taught languages	elementary
CT	Spanish, Chinese, Japanese, Korean, & Arabic; combination French-Spanish	all; high school
GA	all languages in rural areas	not reported
IA	Spanish	not reported
IN	Japanese & Spanish (in large districts)	not reported
LA	All subjects needed because of low salaries	because of mandate, elementary very short
MA	Spanish; projected shortage of FLES teachers	not reported
ME	Spanish and Latin	grades 7-12
MO	"critical need" for French, German, Spanish, Latin, & Russian teachers in addition to less commonly taught languages such as Arabic, Chinese, Korean, & Japanese	not reported
MS	always difficult to find foreign language teachers	elementary and middle school, particularly
MT	no real shortages, but smaller schools are utilizing under or marginally qualified teachers; shortages are demographic rather than qualified teachers	
NE	needs most critical in Spanish	strongest at secondary level
NM	Japanese, Russian, & Spanish (bilingual)	not reported
NC	Spanish - especially in areas away from urban centers	not reported
OH	Spanish & Japanese; projected shortage as schools consider the possibility of extending foreign language programs below grade 9	not reported
OR	shortages in most languages	not reported
RI	no language specified	elementary & middle school
TX	Spanish & other languages (some specific to geographic regions); Japanese	particularly elementary

STATE	LANGUAGE(S)	LEVEL(S)
VA	Spanish (probably fewer French)	all
WI	normal supply or slight shortage; more demand in Spanish, with Japanese also a need	some middle schools
WV	Spanish	high school

Focus on Training:

Supervisors were asked to report problem areas in foreign language teacher education and any creative or innovative programs designed to address these deficiencies. Programs specifically for elementary foreign language teachers are addressed in the following section, Focus on Elementary.

Teacher Training: Deficiencies and Solutions -- State-by-State Listing:

AL More opportunities are needed for the prospective teachers to use the foreign language in practical functions on the appropriate level(s). There is, because of prospective teachers' college/university schedules and a lack of LEA master teachers in the prospective teachers' geographical area, a limitation of quality observation, practice, and teaching in the LEA situation. Some foreign language-specific content courses, with accompanying language usage and strategies, do not lend themselves to prospective teachers' needs. There is a limitation for graduate degrees in foreign language education because graduate courses in the specific language are not available in the summer or night. Alabama already has alternate certification (since 1986). There have been summer and week-end immersion programs in the past but not presently. There are workshops from time to time (three in the summer of 1995, sponsored by the State Department of Education).

AR There is a need for more immersion experiences for per-service and in-service teachers. The Dept. of Education offers an alternative certification program for candidates who have college degrees (bachelors) with content hours (in the certification subject area) equal to certification content hours. These candidates do not have college hours in education. Teach for America teachers are working in several eastern Arkansas school districts. New credentialing requirements will be developed in the near future; a performance-based licensure is anticipated. The new licensure will probably include a licensure for grades K-8 and for grades 7-12.

CA Some teachers have stated that they could benefit from additional training to increase language proficiency. Consequently, immersion programs have recently become a component of summer staff development seminars, and Pract-Inn days allow teachers to immerse themselves in the target language and culture.

CT Deficiencies exist in the training of elementary level teachers, and solutions are under study.

GA It is often difficult for teachers, who still need coursework to become fully certified, to find good courses in their area of the state. There is one college that is working hard to provide some alternative certification routes for foreign language teachers. The credentialing requirements have changed in that the Professional Standards Commission has become a licensing agency and has placed the burden of decision-making about course requirements on the individual teacher training institutions. There have been Scholarships provided for teachers by the state for homestudy/ school visits, immersion programs abroad, independent study abroad and workshops for foreign language teachers. Some are state funded while others have been funded through a foundation. We hope to continue these.

IA While information is incomplete, it seems that teacher trainers, i.e. foreign language methods instructors, need more in-service. The state is becoming more lenient on granting emergency licenses for Spanish teachers.

IN At this point, it is very difficult to license teachers for elementary foreign language programs. See elementary level programs below.

LA We have been unable to recruit many new teachers for the elementary and middle-school levels. Middle school teachers were identified for the Eighth Grade French Test Pilot, and several of them admitted a lack of knowledge about current teaching methodologies when contacted about the test. There are no recertification requirements for teachers. Generally, there is a lack of pedagogical specialists at universities (except LSU). The CODOFIL Consortium of Universities has been sponsoring summer immersion courses for French teachers to address language deficiency problems. The LDE and the Louisiana Foreign Language Teacher's Assn. have joined forces to sponsor workshops, offer mini-grants, teacher-of-the year award. Project SAM (FLAP funded) intends to involve teachers from all over the state to write/create teaching/testing activities for use at every level.

ME There needs to be improvement in teacher training programs for teaching languages in elementary schools and there is a lack of variety in both training options and training sites for all language teachers. An alternative certification route includes the use of the ACTFL Oral Proficiency Interview (score of advanced or higher) to fulfill a portion of the professional requirements.

MO There are simply not many foreign language teacher preparation programs. See elementary level programs below.

MT There are strong foreign language preparation programs in the university system and one private college, and they seem to be improving. University of Montana has been doing summer immersion and foreign study options - now required - for years and have had K-12 endorsement since 1992. An alternative certification for native language instruction is provided, but they are not considering alternative credentialing for foreign languages.

MS While some college and university foreign language courses are proficiency oriented, there are still many whose method and design are outmoded. MS has offered alternative certification for at least six years. In 1992 the State Dept. of Ed. offered summer immersion programs for French and Spanish teachers. For the past six years the Dept. has also offered workshops or weekend seminars every year.

NE	Teacher education institutions in many instances lack necessary structures and resources to train teachers in current methodology and foreign language acquisition theory. Teachers frequently look to regional and national organizations for professional growth opportunities. Teacher certification and recertification guidelines are being developed in foreign language	education. Credentialing based on demonstrated proficiency vs. credit hours remains elusive. A year long institute has been designed to meet the needs of teachers where they live and work. Credit requirements in foreign study travel programs are becoming more flexible to the needs of teachers. At the University of Nebraska teacher candidates have two field experiences plus a semester of methods and a semester of student teaching.
NM	The Universities provide professional development/summer immersion institutes for foreign language teachers.	
NC	There are not enough opportunities for teachers to study abroad. The state already has alternative certification and an active teacher exchange program of	visiting international faculty. There were state sponsored immersion programs, but the funding has been cut.
NY	All language teachers at all levels need training to implement changes suggested in the Framework for Languages Other Than English. The issue of teacher training is fully	addressed in the Framework. A network of assessment liaisons is being trained to provide in-service of curriculum, instruction and assessment.
OH	Foreign language certification in Ohio is K-12. However many college/university programs still do not (or cannot) provide experiences below grade 9. We would like also to have a "required" proficiency level of advanced for foreign language certification. The Ohio Department of	Education has drafted new certification standards which require teacher candidates to spend an induction year teaching in a school before receiving a professional license. During the induction year, the teacher will be assessed by university and school educators. The assessments will be performance-based.
OR	There are concerns regarding training in the area of proficiency guidelines and administering/scoring Oral Proficiency Interviews. COFLT provides some summer immersion workshops. Teacher training policies and procedures are undergoing wholesale review, in connection with the state's overall	changes in education law and policy. As Oregon tries to move toward proficiency-directed language learning, there is a need for fairly far-reaching changes in teaching approaches on the part of many or most teachers now in service, in addition to similar changes in pre-service preparation.
PA	Certainly, not all programs are of equal quality; very few are actually preparing teachers to deal with programs based on proficiency standards. However, very few "new" teachers are getting full-time	jobs. The state will be faced with a major staff development thrust for in-service teachers to prepare them to design and implement programs that lead to the demonstration of student proficiency.
RI	The state is developing standards for beginning teachers and new credentials for secondary content area teachers to	instruct students who speak a language other than English.

SD	The universities are doing a good job of preparing teachers. The teacher certification rules are being rewritten,	and that process should have a first draft done in January, 1996.
TX	The development of oral language proficiency to the extent required for certification in Spanish and French continues to be a problem for many students in teacher preparation programs. (In addition to a written test for certification candidates of French, German, Latin, and Spanish, candidates for French and Spanish must pass the Texas Oral Proficiency Test at the level of Advance according to the ACTFL Proficiency Guidelines). Great strides have been made at several teacher training institutions to meet that challenge, but others have not fared as well.	Initiatives underway to meet needs: an alternative certification program for secondary teachers of Japanese (both natives and non-natives) at the Univ. of Texas; a law just passed that allows a local school district to certify an individual to teach a subject in that school district alone, so long as the candidate has a baccalaureate degree and has received the approval of the Commissioner of Ed. through submission of the individual's qualification by the school district.; workshops/institutes continue to be conducted at the Univ. of Texas and elsewhere specifically designed to raise the proficiency level of certification candidates to that required by the Texas Oral Proficiency Test; multiple summers program at the Univ. of North Texas on campus and in France to improve proficiency and work towards the Master's degree in French.
UT	Spanish for Spanish teachers does not exist for pre-service or in-service development. Sheltered content instruction in French, German, and Spanish. The OCR has instigated	substantive changes in ESL/bilingual endorsement standards statewide. Such a focus on second language acquisition has included many of the state's Spanish teachers.
VA	In general, the foreign language teachers are better trained today than in previous years. It is imperative that foreign language teachers have a	second endorsement or area of concentration. Summer opportunities for teachers to strengthen their language skills are usually available.
WI	Wisconsin hopes to strengthen the teacher certification requirements, as recommended by a task force called to review the current regulations. Currently, a measure of oral proficiency is required; the recommendation is to require minimal oral proficiency at a level equivalent to Intermediate-High on the ACTFL Proficiency Scale. An immersion experience is currently required; the recommendation is to make coursework, work experiences, and/or homestay components. Currently required, but weak in practice, is knowledge of second language acquisition. Often, this area is just part	of the already packed foreign language methods course. Future teachers need basic knowledge of current secondlanguage acquisition theory and research. The Department of Public Instruction will be sponsoring with University of Wisconsin-Milwaukee, a beginning course in Japanese aimed at training elementary classroom teachers, 6-12 licensed foreign language teachers, and students pursuing certification in another language. The course will be offered on alternating weekends January through May, then will continue with an eight week immersion program on campus. The teaching methods employed will be the methods that are appropriate for teaching elementary-age students. Future teachers will be taught as they should teach. The second year, the weekend

course will continue. The second summer, the teachers will spend eight weeks in a language and culture immersion in Japan. Based on the success of this pilot, similar programs for other languages may be developed.

WV	There is a low percentage of passing scores on the exam required for prospective Spanish teachers, and it is very difficult for current foreign language teachers to obtain endorsements in additional languages.	County school districts may create alternative certification programs (which must be approved by the State Department of Education), there is no alternative certification in foreign languages currently in operation.

Focus on Elementary Level Programs:

Nine states addressed teacher training programs or plans for programs specifically for K-8 language teachers:

Delaware:

In anticipation of the development of elementary school programs, there has been a major effort to prepare teachers for certification in this area. The University of Delaware, with partial support from the DPI's Foreign Languages Commission budget, ran a very successful summer institute focusing on elementary Foreign Language pedagogy and children's literature. Two new certificates to address elementary school Foreign Language teaching are in process. DPI, with partial support from the Foreign Language Commission funds, has provided incentives for Delaware State University to develop a new elementary school foreign language methods course. As a result of a newly-awarded SEA grant under the redrafted FLAP, there are also some funds available for language immersion programs for teachers. A U of DE Summer Institute offered undergraduate and graduate credit and focused on methods of teaching foreign languages in the elementary school, authentic target language, children's literature, and literature focusing on the child.

Indiana:

The Indiana Professional Standards Board is presently doing a complete revamp of the teachers licensing process in Indiana. This is a five year project which seems to go far in alleviating the elementary license problem. Patterns of licensing will change as well as criteria for awarding licenses. The new license system is to be based on performance rather than university credit hours. All of this work, is, of course, still up in the air.

Louisiana:

Many universities now have K-12 certification. It is up to the universities to determine the criteria for coursework. Generally, the coursework would include children's literature and psychology.

Massachusetts:

There is very little training for foreign language teachers at the elementary level; however, MaFLA is currently working on ideas and will be joined by the State Department of Education to work together in creating state of the art in-service opportunities.

Maine:

The Foreign Language Association of Maine, through its Professional Development and Certification Committees, is currently investigating options for providing some training opportunities for teaching at the elementary school level.

Missouri:

Beginning this year, funds are available through the Missouri Outstanding Schools Act of 1993 to provide professional development of foreign language teachers grades K-8. Interested schools must submit a proposal describing inservice, preservice, capacity building, or related activity.

Nebraska:

Elementary teacher training programs for K-8 language teachers have not been developed in institutions outside the state university system where methods are seldom taught by foreign language education specialists.

Texas:

Texas has had teacher certification programs for Spanish K-8 for a long time. These programs are based on a minimum number of college hours required for an area of specialization within the elementary school credential. The Texas Oral Proficiency Test is also required of these teachers.

Virginia:

In Virginia each institution of higher education develops its own teacher-preparation program. There are no teacher training programs specifically for K-8 language teachers.

Wisconsin:

To increase the number of teachers with K-12 certification, Wisconsin's Department of Public Instruction currently requires that a 6-12 licensed language teacher take coursework in elementary foreign language methods and child development/psychology targeted at understanding elementary school children, plus have a practicum experience to show the application of this knowledge. One college offered a summer program combining the methods course with teaching in a district's summer elementary language program as the practicum. The methods course met for two weeks before the start of the summer school program, and continued each afternoon of the summer school teaching, to bring the theory directly to the classroom. In addition, all elementary

teacher majors are required to complete one teaching minor. Many candidates choose a language in which they already have some coursework and proficiency for this required teaching minor.

Major Threats to Language Education

Anecdotal evidence suggested that many states were facing a variety of obstacles impeding the success of current and/or proposed language programs, so we set about to collect data showing what kinds of problems are being encountered and the ways in which language professionals are dealing with these crises. Nineteen states reported problems, indicating the increasing need for state-level advocacy efforts on behalf of language education.

State-by-State Listing:

AK World Languages Specialist left in October, 1994 and not replaced.

AL The status of foreign language education has not been threatened; however, "brushfires" and "crises," such as assisting in other areas of work (examples: developing proposals and being a "think-tank" for possible future graduation requirements and the restructuring of secondary schools, serving as editor to various state courses of study, reviewing educational documents and writing summaries of documents, etc.) are occurring.

AR During the 1995 regular legislative session, Senate Bill 493 was introduced. The bill would have required all high schools to offer Spanish; of the 312 Arkansas school districts, approximately 100 districts offered only one language (1994-95) and that language was not Spanish. The Arkansas school administrators association, individual administrators, and the Arkansas Foreign Language Teachers Association (AFLTA) opposed this bill. The bill died in the Senate Education Committee. The author of the bill then filed Senate Resolution 15 (same content as SB 493 but with no legal impact); the regular legislative session ended before the resolution passed through the House of Representatives.

DE The legislature reduced funding for FY '96 New Directions initiatives. However, our commission has survived but with significantly reduced funding. The good news is that the Foreign Languages Commission teacher co-chair is on loan from her LEA to the State for the first semester of this school term and the foreign language constituency continues to work tirelessly for continued inclusion in the reform agenda. In addition, recently released recommendations of a Governor's task force, the Education Improvement Commission, call for significant down-sizing in the SEA (25%) and at central offices in the LEAs. A major threat of this response to reform is site-based management at the building level.

GA Every year there is fear that the Elmenetary School Foreign Languages Model Program funding will be cut. Currently, continuation funds have been requested in the DOE budget which was sent to the governor, but funds to continue expanding the program were not "line-itemed". The Superintendent has stated that she will request continuation funds along with other funding requests and appears comitted. The Foreign Language Association of Georgia has spearheaded a grassroots campaign for the program across the state to ensure continued support from the legislature.

IA	A lack of funding is causing large schools to consider dropping 8th-grade programs.	
IN	There is some concern about an initiative called "Core 40," which is a joint effort of the State Board of Education and the Indiana Commission for Higher Education. The program is not state law or administrative code, but does send a very strong message to schools for college bound and tech prep students. Foreign language is not part	of the "Core," however, it is one of the suggested electives. The program really fills up a student's day and makes it difficult to schedule foreign languages along with some of the other electives such as art and music. It seems that block scheduling does allow more flexibility in student schedules.
LA	State funding changes for education keep the number of foreign language	programs from growing, except in parishes where local revenues are high.
MA	The Common Core of Learning and the draft of the World Languages Curriculum Framework recommend that "all students should read, write, and converse in at least one language in addition to English . . . beginning in the	elementary school and should be expected to master that language." A number of Massachusetts schools still do not offer language programs and many school districts do not have elementary language programs. Some factions are trying to repeal the above bill.
MT	The "legislative right" is not anti-language, although they did pass English only legislation, but is just generally anti-education - if it costs	money. Moreover, there are tensions between the legislature and state superintendent. Foreign language education has not been singled out, but all curricular positions have been eliminated.
NM	Both the State Board and Department of Education support the Goal of Competence in Two Languages in the	schools. The department encourages schools to seek outside sources of funding for programs for students.
NC	While there are no specific threats, the State Board is emphasizing reading, writing, and math, and therefore de-emphasizing everything else. Although	many cuts in personnel at DPI are occurring, we will maintain four people in languages with two assigned exclusively to ESL.
NY	The Governor proposed elimination of the middle school language requirement. The proposal, however, was not acted	upon, and public discussion of the Framework focuses on the importance of language study in the earlier grades.
OH	There are no current threats, however, as the proposed standards continue forward, it is anticipated that including	foreign language as a competency area for graduation will be contested.
OR	A ballot measure in 1990 has resulted in a major shift of responsibility from local to state sources, and in substantial reductions in educational funding since that time. This has created an enormous dilemma for education in terms of shrinking resources and intensely disputed governance	questions. These real shortages may also be used to mask an unacknowledged resentment of the foreign language requirement. For the immediate future, the principal threat comes from badly conceived and badly executed stop-gap programs, which could result in backlash against the whole concept of the language requirement. Some in the business community are advocating

technology (distance learning) as a way to combat limited resources. Finally, some districts are looking at American Sign Language as a way to fulfill the language requirement.

PA Pennsylvania is experiencing problems primarily at the local level, and these are usually part of a generally regressive stance about education programs and/or taxpayer "revolts."

TX The principal brushfires occurred during the legislative session as the shaping of the curriculum began to focus on "core" curriculum with the exclusion of languages altogether. This would have likely meant no curriculum leadership for languages in the state. Resolution of the problem came from strong lobbyists who saw to it that the state would provide a state curriculum for all subjects of the "required to be offered" curriculum as defined by the not ideal, but more inclusive, terms of foundation and enrichments courses.

UT There are no current threats, however, a proposed 9th grade science course (required) and expansion of a one-semester geography class to a full year course may put the 7-12 sequence of foreign language study at risk.

VA Funding for the Department of Education-sponsored summer foreign language academies was eliminated but later partially restored by the Virginia General Assembly. LEA's now must share in the cost of these programs.

WI There has been some discussion by school district administrators and some school boards to remove the 1996-97 implementation of legislation requiring that all districts provide foreign language instruction in grade 7 and grade 8. No legislative proposals to change this have yet surfaced.

To respond to the proposed changes in the governance of the Department of Public Instruction, the state foreign language teachers organization planned and implemented an effective campaign of legislative contacts, by phone, letter, and in person. Other professional organizations did the same. The legislature heard the message of the kinds of support services that districts want from DPI, which led to a change in the proposed DPI budget for 1995-97. Instead of losing 50 positions in the Division for Instructional Services (curriculum, content area consultants) as originally proposed, only 7 positions are slated to be lost.

Foreign Language Assistance Program (FLAP)

The re-authorization of the Foreign Language Assistance Program resulted in significant changes for the program. FLAP's administration was moved from School Improvement programs to the Office of Bilingual Education and Minority Languages Affairs (OBEMLA), and a revised grant formula was put in place. These changes necessitated a collection of new data from the states.

The following chart shows those states that have received FLAP funds and those that conducted a final round of competition during 1994-95 for fourth year funds. Where available, information on amounts and matching requirements is included.

Foreign Language Assistance Program

State	FLAP Funds		4th Year Competition	
	Yes	No	Yes - amount available & how was it matched?	No
AL	✓			✓
AR	✓		$5,000 to one school district which provided matching funds for teacher comp. time for inservice, inservice presenters, literature, & technology	
CA	✓			✓
CT	✓		$126,000; 100% local match	
DE	✓		Matching funds were provided on a competitive basis to partially support the two originally funded Japanese & Chinese programs and expansion of Japanese program offered in a rural HS through the TI-IN Distance Learning Network.	
FL	✓		Five counties; four Japanese, one Chinese	
IA	✓		$72,000; matched with local funds; four grants awarded	
IN	✓		$245,182 for twelve awards (eight Japanese, one each - Arabic, Chinese, Russian, and Japanese & Chinese); matched with LEA funds except one who received waiver	
LA		✓		✓
MA	✓		$287,111; matching grants to four school districts	
ME	✓		$75,000; three LEAs received funding (one was continuation). Matching funds required of LEAs.	
MO	✓		$180,000; to school districts which were required to provide 50% matching funds unless a waiver was approved.	
MT		✓		✓

State	FLAP Funds		4th Year Competition	
	Yes	No	Yes - amount available & how was it matched?	No
MS	✓		$136,000; portion of "new" funds awarded to continue a district's program funded with "old" funds. The rest went to two other districts never previously funded. Districts met the match.	
NE	✓			✓
NM	✓		$93,000; to four school programs that received waivers for matching funds	
NC	✓		$259,000; local and state funds at the LEA were used as the match	
NY	✓		$776,870; matched at local level for projects that would be networked to other LEAs. The programs carry strong models of professional development, technology support of instructional strategies, and cultural exchange.	
OH	✓		$568,943; three continuous projects @ $346,000 and two new programs @ $222,943	
OR	✓			✓
PA	✓			✓
RI	✓			✓
SD	✓		$54,014; teaching of Russian over the Rural Development Telecommunications Network	
TX	✓		$800,000; seven school district projs. that proposed new or expanded programs in Russian, Japanese, & Chinese. 50% match met at local school dist. level. Remainder of funds used to continue projects for 2nd year.	
UT	✓		$128,558; four projects funded with LEA and state funds used for the match - experimental & developmental funds as well as state superintendent's discretionary funds.	
VA		✓		✓
WI	✓		$95,850; eight districts and $137,850 for 8 continuation projects. Most of the match came from district funding of teacher hours, curriculum writing, or percent of use of equipment.	
WV	✓		$63,000 over two years to 5 projects; ten percent of the matching came from the state, the remaining forty percent come from local funds	

Focus on FLAP Changes:

Changes in the administration of the Foreign Language Assistance Program at the federal level have had a significant impact on this program. State and local education agencies now participate in a competition administered through OBEMLA. A large majority of supervisors reported that OBMELA's administration left much to be desired: information and applications were slow to be sent, if at all, phone calls were not returned, questions were not answered, and the short turn-around time for the application unmanageable. In several cases, applications were returned unread and in others, supervisors never received any response to their applications.

One positive change kept critical languages as a priority, and made provisions for other languages to be included as well. In spite of this, many supervisors reported that other substantive changes in the program were problematic. Because of the change from a formula grant to the states to a competition at the federal level, some states lost their funding altogether, and in others, fewer districts were awarded grants resulting in a much more limited impact. A number of supervisors felt that it was awkward and difficult for state departments to compete with local districts, and in many cases, supervisors were helping districts with their proposals. One state found it impossible to compete on an equal basis with the school districts, largely because of the 50% matching requirement. OBEMLA's plan to allocate fewer but larger awards, resulted, in some cases, in grant allocations that were too large to match with state and/or local funds. The larger awards have also had a positive, effect, however as some districts received much larger amounts than they would have otherwise. On the other hand, one respondent noted that there is less variety of program options since the history, context, and long-term commitment of districts is lost in the selection process at the tional level.

Focus on New FLAP Projects:

Eleven states that competed for new FY 1995 FLAP funds provided a brief description of the project and/or a list of the types of projects for which local districts applied.

State-by-State Listing:

Alabama:

The Alabama State Department of Education presented a project plan for staff development for LEA teachers of foreign languages, including but not limited to the "old" FLAP grantees. The Alabama Consortium for the Advancement of Foreign Language Education (representatives from colleges and universities that have approved foreign language teacher education programs and representatives from Alabama Association of Foreign Language Teachers and from the Secondary level of schools) and the AAFLT were to be involved in the implementation of the project. Auburn University agreed to offer a major summer immersion program as a part of the project. Upon the request of LEAs, the State Department of Education has been involved in assisting these LEAs with their applications and have been knowledgeable about their applications. The Supervisor knows of no "new" FLAP grants awarded in Alabama.

Connecticut:

The state application would provide for a systematic approach to improving foreign language learning: with a committee developing a multi-media guide to curriculum development and making recommendations on FLES; critical languages; 2-way bilingual; assessment; and articulation. Most local proposals were to fund elementary Spanish or critical language programs.

Delaware:

A two-year SEA grant for Project FLAIR (Foreign Language Achievement and Instructional Reform) received $55,861 for this year and, pending continued funding, will receive $60,297 next year, a significant reduction from the original proposal. The grant provides funding, on a competitive basis, for 5 LEA demonstration/development sites to pilot the State's emerging student centered and performance standards. It also provides $6,000 in stipends for teachers to improve their language skills in summer or weekend immersion programs.

Iowa:

A collaborative between the Department of Education, the National K-12 Foreign Language Center, and three K-12 districts applied for funds for systemic enhancement. The program will generally extend K-12 sequences and add more levels of Japanese, as well as elementary foreign languages.

Indiana:

The State project (*Learning Mandarin Chinese in Indiana*) will receive $86,302 the first year, $89,164 the second year, and $73,377 the third year (federal funds). This is a staff development program that will enable the implementation of a Mandarin Chinese and Chinese culture curriculum in Indiana elementary and secondary schools.

Louisiana:

The Louisiana Department of Education received funding for two years ($92,000 per year) to improve articulation in the state through the development of classroom materials and testing instruments (Project SAM). Lafayette Parish received funds for their French immersion program in the amount of $500,000 to create materials, tests and for professional development. Four parishes received incentive grants.

New Mexico:

The department has applied for federal FLAP funds to be used to support one district K-8 with their Japanese and Russian program. Monies will provide professional development for teachers, immersion institutes, college credit, and technology (computers) for exchange program. The other support will be go to a high school Japanese program through another teacher's salary, professional development, technology training, and college credit.

North Carolina:

The proposed project is for the development of a K-12 Japanese curriculum and a plan for its publication and dissemination along with a program planning guide.

New York:

The New York State Education Department did not compete for federal FLAP funds. However, LEAs did compete and were facilitated by the SED Office of Bilingual Education.

Utah:

The Alpine District received a grant to do a Russian laserdisc for an introduction to the language and culture of Russia. Two other districts were unable to complete grants before the deadline.

Wisconsin:

DPI competed for FY 1995 FLAP funds; however, we did not receive approval. One Wisconsin district, Madison Metropolitan School District, did receive new funding for a project building on their initial FLAP grant through the SEA. The project adds a middle school component in Chinese, integrating the instruction in seventh grade with an English and Social Studies two hour block for nine weeks, at all the middle schools that feed into the high school where Chinese is available. In eighth grade, the students have the option of continuing Chinese with a year long course. They are then able to enter the high school program at the second year level.

Enrollment Reports at a Glance

State	Increase	Decrease	Same	No Data Available
AK				X
AL	X			
AR	X			
CA	X			
CT	X			
DE	X			
FL	X			
GA	X			
IA	X			
IN	X			
LA			X	
MA	X			
ME	X			
MO	X			
MS	X			
MT	X			
NE	X			
NM	X			
NC	X			
NY	X			
OH	X			
OR	X			
PA				X
RI				X
SD				X
TX	X			
UT	X			
VA				X

State	Increase	Decrease	Same	No Data Available
WI	×			
WV				×

Enrollment Trends -- State-by-State Listing:

The following list includes explanations and/or elaborations of the general trend reported in the chart.

AL Greatest enrollment is in Spanish; increased enrollments are in the primary critical languages of Japanese, Russian, and Chinese; there are greatly increased enrollments at the elementary-school level.

AR Growth is at the secondary level. Two units of the same language are required to complete the college preparatory core curriculum. Students must complete the college prep or tech prep curriculum in order to receive certain awards and honors (i.e., valedictorian, salutatorian, honor graduate, National Honor Society membership, seal on diploma with 2.75 GPA, Academic Challenge Scholarship). There is no elementary foreign language certification. There is a trend for secondary schools offering only one language to change to Spanish (and drop the other language previously offered) and for schools with more than one language offering to add Spanish or replace one of the previously taught languages with Spanish.

CA Increase in K-8 foreign language instruction; in overall numbers of students studying a second language; Advanced Placement courses; number of students studying Korean, Chinese, and Vietnamese; significant increase in studying Japanese.

CT 91-93 data indicate a 7% increase in high school foreign language enrollment which out-paced general increases in enrollments by 2%. Most of the increase was accounted for by a 13.4% increase in high school Spanish enrollment.

DE 1994-95 saw a 6.5% increase in foreign language enrollments in grades 9-12. Last year one large LEA initiated a pilot 4th grade program in Spanish and French at two of its elementary schools. The program is being continued in 5th grade this year.

FL In South Florida, there has been an increase in Spanish for Spanish Speakers and Spanish AP courses. North and northeast Florida enjoys a healthy conscription to German, and Greek for Greek Speakers continues successfully. Central Florida is one of the fastest growing areas in the country, with Hispanics in the forefront, increasing registration in foreign language courses in public schools.

GA Elementary and high school enrollments have increased, whereas middle school enrollments are "steady."

IA A slight increase (under 1%) results in 51.98 % enrollment in foreign languages. There were increases in Spanish and Latin (very slight).

IL Enrollment figures will be available in May, 1995.

IN Foreign language enrollments are approximately 14% of the total grades 7 & 8 public school

enrollment. 44% of students grades 9-12 are enrolled in foreign language classes. This is up slightly from last year.

LA 25% of students are enrolled in foreign languages grades 4 through 8. Special programs, which include pre-K though grade 3 and immersion programs have a total of 11,185 students enrolled.

MA Latest figures indicate that 37.6% of students in school districts with foreign language programs are enrolled in foreign language programs. Less than 4% of Pre K-3 to grade 4 students were learning a foreign language. Approximately 25-65% of students in grades 6 through 8 received foreign language instruction. Spanish enjoys the highest number of enrollments followed by French, Latin, and German.

ME 27.5% of K-12 Maine students and 48.5% of 7-12 Maine students were enrolled in a foreign language program during 1994-95 school year. These percentages reflect increases of 4% and 3.5% respectively over the 1993-94 school year, with major increases occurring at the 7-12 level. French programs had the largest enrollment (37%), followed by Spanish (25.5%), Latin (7%), German (2.5%) and other (.05%). Exploratory programs accounted for 27.5% of the total programs.

MO Enrollments in foreign language classes increased mostly at the High School level (9-12), with some increase at Middle School (6-8) and Elementary School levels.

MS There have been slow but steady increases over previous years. 1994-5 figures showed a 7.4% gain over the prior year and a 36% increase over 1987-88 figures. The largest gain is due largely to Spanish enrollment. The percentage of students going on to study the second year courses has increased from one quarter to one third.

MT Anecdotal evidence of increased enrollment in grades 7-8 driven by state accreditation standard - effective July 94 - requiring such an offering.

NE Enrollment growth has increased substantially every year over the last ten years. Every secondary school district now offers a foreign language. Ten years ago more than one third of the school districts did not offer foreign languages at any level.

NM Increased enrollment in AP language classes (French, German, Spanish); increased interest in Chinese and Russian. Some decrease in enrollment in French, German and Italian. Increase in Spanish classes.

NC There are slight increases in all languages and levels. The largest increase is in middle school Spanish. Although German enrollment is small, it has shown a sharp increase. There is a decrease in upper level French (III, IV, V). Enrollment in Japanese, Chinese, Russian is extremely small and steady.

NC Increases in enrollments in the past year have been modest at all levels and for all languages except Spanish, where the increases were significant. The principal reasons for the growth can probably attributed to an increased level of interest in languages at the state level through a State Board of Education approved "recommended" program for high school students in which three levels (years) of a language are the expectation. In addition, the prospect of a state proficiency test to be required of all Level III Spanish students (since eliminated by the Legislature) may have caused some of the extra growth in Spanish.

NY Decrease in French, increase in Spanish, Russian, and less commonly taught languages.

OH Based on enrollment figures for school year 94-95 enrollment in foreign languages K-12 is 301,248. This figure represents 16% of the total school enrollment K-12. 239,702 students are in foreign language classes in grades 9-12. This represents 45% of total student population 9-12. In grades 7-8, 53,434 students are taking a foreign language. This is 19% of total student enrollment in grades 7-8. Ohio has approximately 2% of students K-6 enrolled in a foreign language program. Spanish continues to be the leader in numbers of students with a total of 170,631 - followed by French 73,943 - German 20,314, and Latin 11,851. Since 1992-93, the enrollment has increased in all languages.

OR Data collected was voluntary, however, there have been more requests for information from districts to implement programs. A total of 7.3% students K-6 are enrolled in foreign languages and 17.28% at the junior high school level (7-8). 39.74% of high school students are enrolled in foreign language programs. Widespread comment indicates that there has been a substantial increase, especially in high schools, over the past several years. Class sizes are increasing and from time to time students are closed out of language study for lack of space. Incentives from the state have encouraged elementary instruction, and a June 1995 law established a universal requirement for second language.

PA Data is no longer collected, however a slight increase is probable as some districts are preparing for the time when oral language proficiency will be required for all students.

RI Does not maintain subject area enrollments as a state.

UT 37.7% of students are enrolled in foreign language classes as compared to 35.5% last year. There were across the board increases in French, German, Japanese, Latin, Russian, and Spanish.

VA There has been no data collected since 1992-93. However, it seems that enrollments are up slightly.

WI In 93-94 9-12 enrollment was 48.3%, 7-8 was 43.3%, 7-12 was 46.1%, K-6 was 4.0% and K-12 enrollment was 25.6% of student population; the largest increase in foreign language enrollment in Wisconsin is occurring at the middle school level, grades 6-8, both in raw numbers and in percentage of the total grade 6-8 student population. By language, increases are occurring in Japanese and Spanish; German and Latin are staying even; and French is showing a slight decrease.

WV Enrollment figures are not collected on a regular basis. From teacher comments, enrollments seem to be going up.